



# LLN Assessment and Support Guide

2024-2026

# Table of Contents

Guidelines for LLN Assessment and Support .....	3
Introduction .....	4
Catering for Different Learning Styles .....	4
Reasonable Adjustment: Special learning needs .....	5
Supplementary Resources.....	11
Pre-Training Assessment Procedures.....	12
ACSF Framework and Indicators .....	13
<b>Describing performance</b> .....	13
<b>Indicators</b> .....	13
Assessment Guidelines .....	14
ACSF Indicators .....	15
<b>Learning Indicators</b> .....	15
<b>Reading Indicators</b> .....	15
<b>Writing Indicators</b> .....	16
<b>Oral Communication Indicators</b> .....	17
<b>Numeracy Indicators</b> .....	17
The ACSF and the AQF .....	18
Forms and Tools .....	19
Pre-Training Assessment Checklist.....	23
Pre-Training Student Interview Form.....	25
Pre-Training Assessment (PTA) .....	26
Record of Assessment Outcome .....	28
Individual Learning Plan .....	29
Lesson Plan Template .....	32

# Guidelines for LLN Assessment and Support

## Introduction

These Guidelines provide an outline of how People Improvers (The RTO) will determine and support the needs of individual learners to ensure they are able to meet with requirements of the training products being offered. In line with the Australian Standards for RTOs 2017, Clause 1.7, these procedures and processes are designed to;

- identify any support individual learners need prior to their enrolment or commencement (whichever is the earliest)
- provide access to that support throughout their training.

All courses, competencies and assessments contain reading, writing, speaking, listening and numeracy skills applied in combination. The following questions should be considered when identifying the LLN requirements for the unit of competency:

- What does the student have to listen to and understand?
- What do they have to say/talk about/present?
- What do they have to read?
- What do they have to write?
- Do they need to understand any diagrams, pictures or symbols?
- What mathematical calculations do they need to do?

## Catering for Different Learning Styles

Different people have different preferences when it comes to how they learn and trainer or assessors need to be aware of these variances and try to cater for them in training and assessment activities.

Using a variety of instructional styles assists participants better understand and retain the information that they learn. Three key Learning Styles are;

- Visual Learners: Benefit from 'seeing'
- Auditory Learners: Benefit from 'hearing'
- Kinaesthetic Learners: Benefit from 'doing'

The RTO utilises learning materials that include (but are not limited to);

- Provision of handouts, use of PowerPoint slides or a whiteboard to highlight key points
- Read and discuss items in handouts, PowerPoint slides, or on the whiteboard, rather than just having students write them down.
- Where possible, using a variety of tasks that involve visual aids, discussion and practical activities
- Do not just describing a topic, but showing pictures and conduct practical demonstrations where applicable and possible
- Providing discovery learning opportunities where participants need to 'discover' the knowledge or skill by working through a task with guidance rather than instruction
- Site tours and workplace sharing to see learnt skills in practice.

## Identify learners and their individual needs

Our trainers and assessors are advised they need to be able to:

- Recognise communication skills embedded in competency standards

- Recognise how those skills relate to workplace activities
- Identify people who may have difficulties with communication skills
- Identify when they need language, literacy or numeracy (LLN) support

To help establish a participant's special needs trainers and assessors consider the following questions:

- Does the participant live in a remote area?
- Does the participant speak a language other than English?
- Does the assessment involve anything that may conflict with the participant's cultural background or religion?
- Does the assessment involve assessing the participant in front of others?
- Does the participant have a disability?
- Is the participant returning to the workforce after an extended absence?

RTO staff may need to develop their understanding of:

- Identifying the language and literacy demands of classroom activities
- The LLN teaching strategies they can use in their classrooms
- The indicators and levels of LLN learning as described in the ACSF guides and framework
- The particular learning needs of the full range of learners.

### **Reasonable Adjustment: Special learning needs**

Reasonable adjustments are made to ensure that the participant is not presented with artificial barriers to demonstrating achievement in the program of study. Reasonable adjustments may include the use of adaptive technology, educational support, and alternative methods of assessment such as oral assessment. The learning need that forms the basis of any adjustment to the training program will be identified and appropriate strategies will be agreed with the student. Any adjustments will be recorded in the student file and will not compromise the competency standard. Ref: *Assessment Policy, Access and Equity Policy*

## **The Process**

The RTO Training and Assessment Strategy states;

*'For all learners, LLN are key underpinning skills that will support their vocational learning, the development of their employability skills and their workplace communication skills whatever level of course or training they are doing (The Crux of the Matter, DET, 2011). Accordingly, People Improvers will embed LLN principles within its Training and learning and assessment tasks. People Improvers will use the Australian Core Skills Framework (ACSF) as a reference to assess current LLN skill levels, when required.'*

Consideration will be given to the provision of;

Language, Literacy and Numeracy (LLN) support  
Assistive technology  
Additional tutorials, and  
Other assistance as required.

If this support attracts an additional cost to the learner or their employer or if there are limitations to the support People Improvers is able to provide, this will be made clear in information provided to the potential learner.

### **Language, Literacy and Numeracy (LLN) support**

#### **Certificate Courses**

Third party training and assessment provider Productivity Improvers (the provider) will ensure that students enrolled in a Certificate course will complete a literacy, numeracy and comprehension self- assessment as part of the induction process. Adapted from the Australian Core Skills Framework the purpose of the questionnaire is to determine;

1. Identify existing LLN skills in learners using a validated assessment tool or compatible instrument dependent on the student cohort and/or in discussion with the employer
2. Determine the LLN requirements of the workplace and training in line with the Australian Core Skills Framework
3. Decide when specialist LLN support is required.

Instructors reassure students that this assessment will in no way affect their results but is undertaken to ensure all necessary support is provided.

Instructors holding appropriate assessment qualification (TAELNN401A or its successor) will evaluate the results of the assessment.

Any assistance which is required is recorded on the assessment. If the Instructor believes that additional support is required, he/she shall, within one week, discuss the needs with the General Manager or Student Support Officer.

Teaching strategies may include, but are not limited to:

- Using inclusive teaching practices
- Acknowledging a range of learning styles and adapting teaching strategies to reflect the needs of learners
- Regularly revising content
- Developing note-taking and assignment writing skills in students
- Allowing additional time to complete tasks
- Additional Tutorials

## Short Courses

Short courses vary between 1- 3 days of classroom sessions and provide a challenge for LLN assessment and support. The cohort are existing workers with enrolments historically being adults with post Grade 10 qualifications. In line with industry practice the enrolment form asks the following questions:

In which country were you born? <input type="checkbox"/> Australia <input type="checkbox"/> Other – please specify:	
Are you Aboriginal or Torres Strait Islander origin? <input type="checkbox"/> Yes (Aboriginal) <input type="checkbox"/> Yes (Torres Strait Islander) <input type="checkbox"/> No	
Do you speak a language other than English at home? <input type="checkbox"/> No, English only <input type="checkbox"/> Yes, Other – please specify:	
How well do you speak English?	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Not well
How well do you understand written English?	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Not well
How well do you write in English?	<input type="checkbox"/> Very well <input type="checkbox"/> Well <input type="checkbox"/> Not well
Do you require assistance with <u>reading or writing English</u> in this course? <input type="checkbox"/> Yes <input type="checkbox"/> No	
Do you require assistance with <u>numeracy</u> in this course? <input type="checkbox"/> Yes <input type="checkbox"/> No	

Based on the responses to the above questions, the General Manager may provide the LLN Assessment as a follow up document to the student to seek further information on support required.

The LNN Assessment is shared with the Instructor and approach discussed and agreed between the Instructor and the General Manager. Strategies for short course support may include:

- Allowing additional time to complete tasks
- Additional Tutorials
- Placing the student in particular class seating locations or teams
- Provision of electronic or paper documents – which may differ from other delivery forms.

Should the student be identified as unlikely to be able to manage with the delivery of the short course, the General Manager will discuss the enrolment with the employer.

If further (external) support is deemed useful, the Instructor / Officer will contact the student and discuss the following support options;

- The 26TEN website ( <https://26ten.tas.gov.au> ) a first point of reference, providing information on programs and providers.
- The University of Tasmania, Faculty of Education online resources.
- The Australian Government Literacy Net ( <https://www.education.gov.au/literacy-net>) resources designed for training providers with include:
  - training materials designed to enhance Language, Literacy and Numeracy (LLN) skills that are aligned with nationally endorsed Training Packages;
  - industry relevant LLN assessment and reporting methods; and

- LLN professional development recourses for industry trainers/assessors aligned with Training Packages.

The Officer will assist in the coordination of support, which may include the following or additional measures;

- Discussions with employers for time away from work
- Provision of class room space for student/LNN tutor
- On-site provision of assistive technology

The Officer may also contact the nominated person at the student's workplace to discuss support options for the individual and refer services that may assist the broader workforce, as appropriate.

### **Assistive Technology**

Trainers and assessors will use a mixture of Training resources including online/internet activities, video clips, Industry tours, PowerPoint presentations, and workbooks that best meet the learning preferences of the target groups.

All course materials are provided in a single hard copy folder, including the course outline, copies of learning materials and assessments. Classroom assessments are completed from the folder and handed to the Instructor at the end of the classroom session.

The use on electronic versions of learning materials and assessment documents can be investigated for client cohorts who have a preference for this type of delivery. The RTO will explore any reasonable request made by clients.

In line with our Training and Assessment Strategies, when/as required students will be provided with all necessary resources including internet connection, printing and photocopying facilities, and course learning materials to enhance their learning experience and complete their assignments

Workplace assessments may require enlarged, multiple or amended documents to allow for completion. If the student is unable to access printers or copiers or requires additional copies of the course materials they shall be directed to the Instructor.

Some assessments and project work require the student to compile their own presentation or documents. Students are advised that they should do so using a platform with which they are most comfortable e.g. paper, handwritten, typed, PowerPoint, computer generated documents. In the case that a student would prefer to use technology to which they have no access or training, the Instructor will request the Student Support Officer to discuss how to best assist.

### **Additional tutorials**

The provider shall as a matter of course offer additional tutorials (catch up sessions) to all students as required. Attendance and assessment submission is closely monitored by Instructors with the offer of additional tutorials offered prior to the next classroom session. As students are (usually) fully employed, tutorials are offered at a mutually convenient location and time. It is an agreed priority for both the RTO and The Provider to ensure students are afforded every opportunity to successfully complete their studies.

Any support discussed with, offered or provided to the learner by the RTO or Third-Party sources will be documented in the student records by the General Manager.

## **Additional support**

Additional online resources will be available for students who require emotional support. People Improvers shall provide links to online resources and students will be advised of the availability of this support at the time of enrolment including;

Mensline Australia	For men with family or relationship concerns	Tel: 1300 789 978 24 hours 7 days <a href="http://www.mensline.org.au">http://www.mensline.org.au</a>
Relationships Australia	Self referral to relationship counselling. Counselling is means tested on a sliding scale.	Tel: 1300 364 277 <a href="http://www.tas.relationships.org.au/">http://www.tas.relationships.org.au/</a> Services provided in Devonport. Fees apply to counselling, family dispute resolution, mediation, education and child contact services.
Domestic Violence and Sexual Assault Services	For people seeking advice and help about domestic violence or assault.	Tel: 1800 200 526 Women's Lifeline: 131 114
beyondblue	Information about depression and how to get help	Tel: 1300 22 4636 <a href="http://www.beyondblue.org.au">http://www.beyondblue.org.au</a>
Quitline	Quitline is available 24hrs a day, 7 days a week.  Confidential counselling service available 9:00 am to 5:00 pm, Monday to Friday. Counsellors can schedule a callback up until 8.00pm to Thursday.	Tel: 13 7848 <a href="http://www.quittas.org.au/">http://www.quittas.org.au/</a>  Calls from anywhere in Tasmania for the cost of a local call (except for mobile phones – normal charges apply). National Relay Services, TIS and Speak and Listen services available
Lifeline	For distress or other mental health issues.	Tel: 13 11 14 24 hours, 7 days <a href="http://www.lifeline.org.au">http://www.lifeline.org.au</a>
Multicultural access point (MAP)	The Multicultural Access Point (MAP) site is a quick and easy way to find information and services for migrants and former humanitarian entrants in Tasmania, including information on interpreting services, housing and accommodation, health, community, education, managing money, transport and settlement support.	<a href="http://www.multicultural.tas.gov.au/">http://www.multicultural.tas.gov.au/</a>
The Legal Aid Commission of Tasmania is a statutory body set up by the Legal Aid Commission Act 1990 (Tas).	We provide legal advice, representation, family dispute resolution services and legal education to the Tasmanian community. Our focus is on economically and socially disadvantaged Tasmanians.  Mental health and disability and consumer credit. Multilingual service available.	1300 366 611 <a href="http://www.legalaid.tas.gov.au">www.legalaid.tas.gov.au</a> Telephone advice 1300 366 611 - Monday to Friday between 9am and 5pm. Free legal advice from our telephone advice service.  Advice on a legal issue through Clinics in Burnie, Devonport, Hobart and Launceston. This service is free and available to everyone.

## **Student with disabilities / health conditions**

Our enrolment process identifies students who consider themselves to have a disability, impairment or long-term condition. The General Manager will work with these students to identify barriers to the learning processes. As students are already employed most of these issues will have been identified and address through their own workplace integration. The General Manager shall be responsible for any liaison, support or provision of information for students identifying as disabled or with health conditions. Depending on the nature of the health condition, the Instructor will be involved in discussions to ensure the learning environment is appropriate to the student needs.

## **WorkSafe Tasmania**

People Improvers is a member of Worksafe Tasmania, a division of the Department of Justice. WorkSafe Tasmania focusses on improving workplace safety, health and return to work. Our membership gives us access to a full range of resources to assist with safety, compensation, licensing and laws.

## **Heads Up (Beyond Blue)**

People Improvers is a member of Heads Up, the Mentally Healthy Workplace Alliance, a workplace support service by Beyond Blue. This membership provides access to a range of online resources, actions, assessments and plans that can be used by students and staff as required.

## **The Desk - <https://www.thedesk.org.au>**

The Desk developed by the University of Queensland., School of Psychology and is sponsored by Beyond Blue. It is a student support online portal for students providing support to identify issues relating to getting things done, staying calm, staying connected and feeling good. Free and open access is available through the creation of a username and password.

# Supplementary Resources

## Supplementary Resources

The RTO has as part of its Quality Framework a full suite of Pre-Training Assessment Procedures and documentation. If following the LNN self-assessment at Orientation the Instructor determines that the student may encounter significant challenges with the completion of the course, in conjunction with the General Manager, student and if appropriate the employer, these procedures may be used to determine the level of support required and how it can best be provided. The ACSF Framework and Indicators detailed below may provide assistance as part of this process.

### Pre-Training Assessment Procedures

Initial assessment is ideally conducted through one-on-one interviews with the learners. It is important that learners understand the purpose, assessment process, and expected outcomes. The standard procedure for conducting the initial assessment is;

1. Pre-training assessment schedules are set and communicated to all the learners prior to the commencement of the course
2. Pre-training interview and initial assessment appointments are made and communicated to the learner(s) and the assessor(s)
3. Interviews and pre-training assessments are organised and conducted as planned
<b>&gt;&gt; DOC: Pre-training assessment checklist is completed</b>
<b>&gt;&gt; DOC: Pre-training learner interview form is initiated</b>
4. The purpose and process of assessments are explained to the learner
5. The assessment starts with the assessment of oral proficiency, and any special language barriers or needs are identified and addressed
6. Student's speaking level is estimated and assessor forms a view of learners existing level
<b>&gt;&gt; DOC: Pre-training learner interview form is completed</b>
7. The speaking assessment is finalised by asking further questions to establish the level of spoken English proficiency
8. Listening assessment tasks are conducted
9. Student's listening level is estimated and assessor forms a view of learners existing level
10. Students are provided with reading assessment tasks and asked to complete outside the room with the given duration (15-20 minutes)
11. Assessor may give the writing assessment tasks along with reading assessment tasks or separately as suitable (appropriate time allocated)
12. Writing and reading levels are assessed and outcomes noted
<b>&gt;&gt; DOC: Record of Assessment Outcome form is completed</b>
<b>&gt;&gt; DOC: Pre-training Assessment (PTA) form is completed with all the assessment outcomes</b>
13. Students are advised of the outcomes and their learning options/plan is discussed

>> **DOC: A learning plan is developed (copy to be provided to the learner on the day or later as arranged)**

>> **DOC (If used) Learning Difficulties Indicator Checklist**

14. All final documentation is organised and submitted to the RTO (designated authority)

## Pre-Training Assessment Interview

The initial assessment interview is part of the assessment process and provides with an opportunity to;

- Get familiarised with learner's academic objectives and expectations
- Assess speaking skills
- Discuss learner's academic aspirations and determine learning pathways
- Identifying specific needs and addressing concerns, if any
- Providing quality learner service

Interview outcomes should be recorded on a prescribed form and submitted along with final assessment documentation.

## ACSF Framework and Indicators

### Describing performance

The levels of performance are described using:

- Indicators, which are statements that provide an overview of exit performance at each level
- Focus Areas, which are the strands within each Indicator against which Performance Features are organised
- Performance Features, which are detailed descriptors of what an individual is able to do at each level
- Sample Activities, which are specific examples of what a person may be able to do at a particular level of performance within each of the Domains of Communication.

### Indicators

Indicators are statements that briefly describe performance at each level of the five core skills. There are 11 Indicators; two each for Learning, Reading, Writing and Oral Communication and three for Numeracy.

Learning, Reading and Writing:

- The first Indicator describes a person's performance in terms of goals/purposes, meaning-making and overall management of the process
- The second Indicator focuses on practical strategies to assist with achieving the desired outcomes.

Oral Communication:

- The first Indicator focuses on speaking
- The second Indicator focuses on listening.

Numeracy:

- The first Indicator focuses on identifying (through reading, observing or listening) what mathematics is required
- The second Indicator focuses on mathematical procedures and processes
- The third Indicator focuses on representing and communicating the mathematics.

**In all cases, it is important to recognise the critical interplay between the Indicators.**

The Indicators are numbered according to the core skill, using a decimal system in which the whole number refers to the level and the decimal component to the core skill. For example, someone who has demonstrated level 1 in Learning will have achieved both 1.01 and 1.02. Someone exiting at "Learning" level 4 will have achieved both 4.01 and 4.02.

ACSF PERFORMANCE INDICATORS		
Core Skill	Indicator Number	Description
Learning	.01	Active awareness of self as a learner, planning and management of learning
	.02	Acquisition and application of practical strategies that facilitate learning
Reading	.03	Audience, purpose and meaning-making
	.04	Reading strategies
Writing	.05	Audience, purpose and meaning-making
	.06	The mechanics of writing
Oral Communication	.07	Speaking
	.08	Listening
Numeracy	.09	Identifying mathematical information and meaning in activities and texts
	.10	Using and applying mathematical knowledge and problem solving processes
	.11	Communicating and representing mathematics

## Assessment Guidelines

An individual's level of performance in any core skill is determined by whether they can demonstrate performance in each of the Indicators at that level. Performance in an Indicator is determined using the Performance Features. In a single assessment task it is highly unlikely that all or most of the performance features can be covered or demonstrated. Consistent with good practice, performance of an Indicator should be determined over time and across a number of different assessment tasks.

When using the Pre-Training Assessment or the actual summative assessments to determine performance levels, the assessors will need to use their professional judgement, taking context and purpose into account and recognising that certain Performance Features will be more important than others in specific contexts. For example, a person who is a capable writer but is weak in spelling would be assessed at the appropriate level for the majority of Performance Features demonstrated, as long as they had also developed a range of strategies to manage spelling in those contexts where it figured as an important part of the communication process.

While Performance Features are represented as developing progressively, in reality an individual's performance may fluctuate depending on a range of factors. For example, a person may make more grammatical or punctuation mistakes when tackling a new text type in an unfamiliar context than when producing a routine text on a familiar topic. Thus, the Performance Variables Grid and Domains of Communication need to be taken into account as an integral part of using the ACSF-based assessment criteria.

As learners progress from lower to higher levels, they will develop increasing breadth and depth of competence within and across the ACSF Domains of Communication. They will demonstrate performance in a broader range of text types, contexts and/or mathematical content knowledge and their level of specialist knowledge of the LLN of a particular area will increase.

When using the pre-assessment tools or the summative tasks for assessment, an assessor should also be confident that there is sufficient evidence to support the assessment decision. This is particularly important for summative assessment where performance should be demonstrated on a number of occasions in a range of text types and/or contexts.

In an initial assessment it is often not possible to generate this range, so decisions will be made on less evidence and may need to be confirmed in the early weeks of training.

## ACSF Indicators

### Learning Indicators

An adult's learning performance is described against two Performance Indicators.

- The first Learning Indicator addresses the awareness of self as a learner, planning and management of learning.
- The second Learning Indicator addresses the acquisition and application of practical strategies that facilitate learning.

Specific Indicator statements describe exit performance at each level.

LEARNING INDICATORS BY LEVEL		
Level	Indicator	
1	1.01	Demonstrates some awareness of self as a learner
	1.02	Takes first steps towards developing explicit learning strategies
2	2.01	Demonstrates some awareness of learning strengths and areas of need, and begins to plan and manage the learning process
	2.02	Applies a limited range of learning strategies in structured and familiar contexts
3	3.01	Plans, implements and adjusts processes as required to achieve learning outcomes and begins to seek new challenges
	3.02	Experiments with new learning strategies in familiar contexts and applies some strategies in less familiar contexts
4	4.01	Accepts new learning challenges, explicitly designing, reflecting on and redesigning approaches to learning as an integral part of the process
	4.02	Adapts a range of familiar strategies to new contexts and experiments with new approaches
5	5.01	Self directs learning, actively designing and managing learning processes appropriate to the context
	5.02	Draws on a broad and expanding repertoire of strategies to facilitate personal and professional learning

### Reading Indicators

An adult's reading performance is described against two Performance Indicators.

- The first Reading Indicator addresses audience, purpose and meaning-making.
- The second Reading Indicator addresses reading strategies.

Specific Indicator statements describe exit performance at each level.

READING INDICATORS BY LEVEL		
Level	Indicator	
1	1.03	Identifies personally relevant information and ideas from texts on highly familiar topics
	1.04	Uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts
2	2.03	Identifies and interprets relevant information and ideas from texts on familiar topics

	2.04	Uses a number of reading strategies to identify and interpret relevant information within familiar text types
3	3.03	Evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types
	3.04	Selects and applies a range of reading strategies as appropriate to purpose and text type
4	4.03	Interprets and critically analyses complex texts
	4.04	Applies appropriate strategies to construct meaning from complex texts
5	5.03	Organises, evaluates and critiques ideas and information from a range of complex texts
	5.04	Draws on a broad range of strategies to build and maintain understanding throughout complex texts

### Writing Indicators

An adult's writing performance is described against two Performance Indicators.

- The first Writing Indicator addresses audience, purpose and meaning-making.
- The second Writing Indicator addresses the mechanics of writing.

Specific Indicator statements describe exit performance at each level.

WRITING INDICATORS BY LEVEL		
Level	Indicator	
1	1.05	Conveys a simple idea, opinion, factual information or message in writing
	1.06	Displays limited vocabulary, grammatical accuracy and understanding of conventions of written text
2	2.05	Conveys intended meaning on familiar topics for a limited range of purposes and audiences
	2.06	Produces familiar text types using simple vocabulary, grammatical structures and conventions
3	3.05	Communicates relationships between ideas and information in a style appropriate to audience and purpose
	3.06	Selects vocabulary, grammatical structures and conventions appropriate to the text
4	4.05	Communicates complex relationships between ideas and information, matching style of writing to purpose and audience
	4.06	Displays knowledge of structure and layout employing broad vocabulary, grammatical structure and conventions appropriate to text
5	5.05	Generates complex written texts, demonstrating control over a broad range of writing styles and purposes
	5.06	Demonstrates sophisticated writing skills by selecting appropriate conventions and stylistic devices to express precise meaning

## Oral Communication Indicators

An adult's oral communication performance is described against two Performance Indicators.

- The first Oral Communication Indicator primarily addresses speaking.
- The second Oral Communication Indicator primarily addresses listening.

Specific Indicator statements describe exit performance at each level.

ORAL COMMUNICATION INDICATORS BY LEVEL		
Level	Indicator	
1	1.07	Gives or elicits basic information in a short, simple spoken context
	1.08	Listens for basic information in short, simple oral texts
2	2.07	Uses everyday language to provide information or maintain a conversation in familiar spoken contexts
	2.08	Listens for relevant information in oral texts across familiar contexts
3	3.07	Selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts
	3.08	Derives meaning from a range of oral texts in familiar and some unfamiliar contexts
4	4.07	Demonstrates flexibility in spoken texts by choosing appropriate structures and strategies in a range of contexts
	4.08	Applies appropriate strategies to extract main ideas from oral texts across a range of contexts
5	5.07	Establishes and maintains complex and effective spoken communication in a broad range of contexts
	5.08	Displays depth of understanding of complex oral texts which include multiple and unstated meanings

## Numeracy Indicators

An adult's numeracy performance is described against three Performance Indicators.

- The first Numeracy Indicator addresses the identification of mathematical information and meaning in activities and texts.
- The second Numeracy Indicator addresses the use and application of mathematical knowledge and problem solving processes across a range of mathematical skill areas.
- The third Numeracy Indicator addresses the way informal and formal language, symbolic and diagrammatic representations and conventions of mathematics are used to communicate.

Specific Indicator statements describe exit performance at each level.

NUMERACY INDICATORS BY LEVEL		
Level	Indicator	
1	1.09	Locates and recognises key mathematical information in simple activities or texts
	1.10	Uses simple mathematical and personal problem solving strategies in highly familiar contexts
	1.11	Uses everyday informal oral language or highly familiar written representation to communicate simple mathematical information

2	2.09	Identifies and comprehends relevant mathematical information in familiar activities or texts
	2.10	Selects and uses appropriate familiar mathematical problem solving strategies to solve problems in familiar contexts
	2.11	Uses informal and some formal oral and written mathematical language and representation to communicate mathematically
3	3.09	Selects and interprets mathematical information that may be partly embedded in a range of familiar, and some less familiar, tasks and texts
	3.10	Selects from and uses a variety of developing mathematical and problem solving strategies in a range of familiar and some less familiar contexts
	3.11	Uses a combination of both informal and formal oral and written mathematical language and representation to communicate mathematically
4	4.09	Extracts and evaluates the mathematical information embedded in a range of tasks and texts
	4.10	Selects from, and applies, an expanding range of mathematical and problem solving strategies in a range of contexts
	4.11	Uses a range of informal and formal oral and written mathematical language and symbols to communicate mathematically
5	5.09	Analyses and synthesises highly embedded mathematical information in a broad range of tasks and texts
	5.10	Selects from, and flexibly applies, a wide range of highly developed mathematical and problem solving strategies and techniques in a broad range of contexts
	5.11	Uses a wide range of mainly formal, and some informal, oral and written mathematical language and representation to communicate mathematically

## The ACSF and the AQF

The Australian Qualifications Framework (AQF) is a single, 10 levels, and coherent framework for qualifications in the RTO, VET and higher education sectors in Australia. The levels of the AQF do not match up directly with the performance levels of the ACSF. This is because of the way that units of competency and qualifications have been written. Effective performance in different industries requires different core skills and core skill requirements will also vary in different contexts.

As the core skill requirements of AQF qualifications reflect the requirements of the occupational and academic contexts to which they relate, it follows that two qualifications at the same AQF level can have different core skill requirements. For example, qualifications in building and plumbing overall have higher Numeracy requirements than qualifications at the same AQF level in the areas of floristry or entertainment.

# Forms and Tools

## Forms and Tools

The RTO has as part of its Quality Framework a full suite of Forms and Tools which may be used at any time by Instructors, Staff or RTO Clients to assist with Enrolment, Assessment, Support, Learning and Lesson Planning with the permission of the General Manager.

# Australian Core Skills Questionnaire (LNN)

Version 3 2021

Adapted from the Australian Core Skills Framework in order to meet requirements for delivering Certificate III and IV courses.

Surname \_\_\_\_\_ First Name \_\_\_\_\_

Date \_\_\_\_\_

## SECTION 1 - LITERACY, READING AND COMPREHENSION

### a. Change the following words into plurals.

indicator \_\_\_\_\_

employee \_\_\_\_\_

fix \_\_\_\_\_

sheep \_\_\_\_\_

### b. Write these abbreviated words in full.

Wed. \_\_\_\_\_

Jan. \_\_\_\_\_

RPM \_\_\_\_\_

LOL \_\_\_\_\_

### c. Write the following 9 Lean wastes in alphabetical order.

Inventory, space, waiting, over processing, rework, excessive motion, over producing, unused creativity, transport

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

### d. Read the following item about Personal Protective Equipment (PPE), study the information below and then answer questions 1 – 4 on the next page.

Personal Protective Equipment (PPE) includes clothing, equipment and substances designed to be worn or used to protect people from risks of injury or disease. PPE is only to be used in the workplace where it is not reasonably practicable to control hazards by other means. The following information describes some PPE used to guard workers against specific hazards.

Gloves



Photo A

Breathing Mask



Photo B

Goggles



Photo C



Sign A



Sign B



Sign C



Sign D

**Part of Body**

**Potential Hazards**

Head

Falling objects

Face & Eyes

Sparks, ultraviolet light, metal shards, chemical splashes, fumes

Hearing

Excessive noise

Respiratory

Dust, fumes, vapours

Hands

Abrasion, sparks, irritant substances, vibration, electric shock

Feet

Crushing, slipping, abrasion, irritant substances, wetness, electric shock, static electricity, puncture, cold/heat

**PPE Questions: select answers from the above seven pictures and information.**

- Using an angle grinder can produce sparks that have the potential to damage eyes. What PPE could be used to guard against this hazard? (Note: there may be more than one item)

\_\_\_\_\_

- If you are lifting heavy objects there is a risk of dropping the load on your feet. What PPE could be used to help prevent injuring your feet?

\_\_\_\_\_

3. Some workplaces use chemical agents to maintain or clean equipment. What two PPE could be used to protect you from inhaling chemical fumes and prevent contact between the chemicals and your hands?

---

4. Some machinery operates at high noise levels. What PPE can help to protect a worker's hearing in these types of situations?

---

**SECTION 2 - NUMERACY**

- a. **Add the following**

$$\begin{array}{r} 1352 \\ 447 \\ +1000 \\ \hline \end{array}$$

---

- b. **Subtract the following**

$$\begin{array}{r} 799 \\ -233 \\ \hline \end{array}$$

---

- c. **Multiply the following**

$$\begin{array}{r} 523 \\ \times 2 \\ \hline \end{array}$$

---

- d. **Calculate the average of these numbers: 20, 10 & 15.**

---

- e. **You need to carpet a room that measures 5m long by 4m wide? How many square metres of carpet will you need to buy?**

---

- f. **What would the following values be if you were to divide them by 2?**

6 divided by 2 = \_\_\_\_\_

1 divided by 2 = \_\_\_\_\_

## Pre-Training Assessment Checklist

### Student Details

<b>Student ID (If available)</b>		
<b>Student Name</b>		
<b>Training/Foundation Program</b>		
<b>Coordinator/Assessor</b>		<b>Date:</b>

### Checklist

Checklist components	Content/Notes	Completed
Student file/documents reviewed to gather information on prior learning, academic history, and other skill indicators		
Student interview conducted prior to assessment and recorded as part of initial assessment		
Student advised of purpose, nature and context of the initial/pre-training assessment		
Relevant policies, procedures and impact of outcomes discussed with the learner		

All pre-training assessments conducted as per the prescribed procedure		
Student advised on the assessment outcomes and proposed recommendations		
An Individual Learning Plan (ILP) is prepared and agreed with the learners		
All documents received, signed off and submitted to the RTO		
Other Comments/Notes		
Signature		

## Pre-Training Student Interview Form

**Confidentiality:** The RTO upholds the *Commonwealth Privacy Act*. You can be certain that all your personal details will remain confidential unless you specify otherwise. Information recorded on this form may not be released to external bodies in accordance with RTO's policy.

### Student Details

<b>Student's ID</b>	
<b>Student's Name</b>	
<b>Country of Origin</b>	
<b>Native Language</b>	
<b>Other Language Proficiencies</b>	
<b>Program(s) Enrolled in</b>	
<b>Expected Commencement</b>	

### Interview Details

<b>Date</b>		<b>Time:</b>		<b>Place:</b>	
<b>Purpose/Topic</b>					
<b>Convenor</b>					
<b>Other attendees</b>					

### Interview Record

<p>e.g.</p> <p><i>Educational background / Professional/work background / Academic aspirations / Professional/work aspirations / Current English skill level / Self-assessed English level / Examples of works/tasks completed in English / Expectations from the program / Specific goals/objectives / Perceived barriers / Support required and expected</i></p>
--

### Post-Interview: Convenor's Comments

<b>Meeting Outcomes and Follow-ups</b>	
--	--

**DECLARATIONS:** *I agree that record accurately reflects the discussion and the proposed course of action.*

<b>Student's Signature</b>	
<b>Convenor's Signature</b>	

## Pre-Training Assessment (PTA)

*This assessment is conducted to determine the client's current language, literacy and numeracy competencies and confirm if the Programme is appropriate for the client. The PTA is reported using the ACSF indicators of Learning, Reading, Writing, Oral Communication and Numeracy. Used the appropriate assessment tool and record the ACSF indicators below.*

### Student Details

<b>Student ID (If available)</b>		
<b>Student Name</b>		
<b>Training/Foundation Program</b>		
<b>Country of Origin</b>		
<b>Native Language</b>		
<b>ACSF Assessment Level</b>		
<b>Assessment Tasks/Tools Used</b>	<b>Learning</b>	
	<b>Reading</b>	
	<b>Writing</b>	
	<b>Oral Communication</b>	
	<b>Numeracy</b>	
<b>Assessor</b>		

## Assessment Outcomes

Core Skill	Recommendations	
Learning		
Reading		
Writing		
Oral Communication		
Numeracy		
Other Notes/Comments		
Assessor's Signatures		Date:

**Note:** This assessment leads to preparation of an Individual Learning Plan (ILP). Please use RTO's ILP template to complete the plan.

## Record of Assessment Outcome

<b>Unit/Outcome:</b>		
<b>Student No:</b>		
<b>Name of Student:</b>		
<b>Schedule/Term</b>		
<i>This tool is designed for use as an assignment and/or a project conducted over a series of training sessions, on an individual basis, to collate a range of competencies over a period of time.</i>		
<b>Summative Tasks to be completed</b>	<b>Completed?</b>	
<b>Task 1:</b>	<input type="checkbox"/>	
<b>Task 2:</b>	<input type="checkbox"/>	
<b>Task 3:</b>	<input type="checkbox"/>	
<b>Task 4:</b>	<input type="checkbox"/>	
<b>Task 5:</b>	<input type="checkbox"/>	
<b>Overall, the candidate was assessed as:</b> <input type="checkbox"/> Competent <input type="checkbox"/> Not Yet Competent		
<b>Feedback to Student:</b>		
<i>The candidate has been provided with feedback and informed of the assessment result and the reasons for the decision.</i>	<b>Name of Assessor:</b>	
	<b>Signature of Assessor:</b>	
	<b>Date:</b>	
<i>I have been provided with feedback on the evidence I have provided. I have been informed of the assessment result and the reasons for the decision.</i>	<b>Name of Student:</b>	
	<b>Signature of Student:</b>	
	<b>Date:</b>	

## Individual Learning Plan

*This training plan contains specific learning outcomes/competencies and trainers/assessors must incorporate these outcomes into their lesson plans. Appropriate formative and summative tasks must be designed to satisfy the performance criteria of the curriculum as well as satisfy the performance features of the ACSF.*

### Student Details

<b>Student ID (If available)</b>		
<b>Student Name</b>		
<b>Address</b>		
<b>Contact Numbers</b>	<b>Mobile:</b>	<b>Home:</b>
<b>Primary Email</b>		
<b>Training/Foundation Program</b>		
<b>Native Language</b>		
<b>Other Language Proficiencies</b>		
<b>Summary of Student Pre-Training Interview</b>		
<b>Summary of Student PTA</b>		
<b>ACSF Assessment Level</b>		
<b>Assessor/Coordinator</b>		

Comments								
Nominal Hours								
Learning Outcome/Competency								
Alignment								
ACSF Indicators								
Core Skills								

<b>Additional Requirements, if any</b>		
<b>Special Needs, if any</b>		
<b>Assessor's Signatures</b>		<b>Date:</b>
<b>Student Signatures</b>		<b>Date:</b>

## Lesson Plan Template

*Trainers/assessors must incorporate specific course/competency/learning outcomes into their lesson plans. Individual Training Plans must also be referred and incorporated into the lessons plans to ensure overall classroom flow as well as individual learning outcomes. Appropriate formative and summative tasks must be designed to satisfy the performance criteria of the curriculum as well as satisfy the performance features of the ACSF.*

*Prepare a Lesson Plan for EACH Unit of Competency or Learning Outcome, covering the nominated duration.*

### Trainer/Assessor

<b>Training/Assessor</b>		
<b>Primary Email</b>		
<b>Training/Foundation Program</b>		
<b>Schedule/Term</b>		
<b>Total Hours/Duration</b>		
<b>Start Date</b>		
<b>End Date</b>		
<b>Training Venue/Location</b>		
<b>Unit of Competency/Learning Outcome</b>		
<b>Training Requirements and Specific Sources for this Unit/Outcome</b>	E.g. Training Room, Equipment, Delivery Tools, Learning Materials, Housekeeping, OHS, Catering, Software/books, Specific Resources etc.	
<b>Signature</b>		<b>Date:</b>

<b>Resources</b>				
<b>Alignment</b>				
<b>Activities</b>				
<b>Topic/Lesson</b>				
<b>Week</b>				

## All Contacts, enquiries and feedback to:

### **The General Manager**

People Improvers

Email: [manager@peopleimprovers.com](mailto:manager@peopleimprovers.com)